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ABSTRACT

This report is a continuing analysis of the achievement of ethnic minority children who are bused for integration, and of other children attending the schools receiving bused pupils. The findings reported here are limited to children in the primary grades. The achievement of kindergarten and first grade bused and "receiving" pupils has increased steadily and significantly. The average achievement of second grade bused pupils has shown no general trend while the general achievement of second grade receiving pupils has increased. The average achievement of third grade bused and receiving pupils has decreased. The achievement of average and low achieving second and third grade bused pupils has decreased, indicating that the instructional programs have not met their needs. The achievement of high achieving second and third grade bused pupils who have been able to enter the "mainstream" of the receiving schools has followed the same general trends as the average achievement of the receiving pupils. There have usually been significant correlations between the achievement of bused and receiving pupils attending different schools at the kindergarten, first, and second grade levels. This indicates that both bused and receiving pupils benefit from the instructional improvements. Overall, the gap between bused and receiving pupils has narrowed only slightly. (Author/JM)

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THE ACHIEVEMENT OF STUDENTS IN PRIMARY GRADES AFTER SEVEN YEARS OF DESEGREGATION

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THE ACHIEVEMENT OF STUDENTS IN PRIMARY GRADES AFTER SEVEN YEARS OF DESEGREGATION

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THE ACHIEVEMENT OF STUDENTS IN PRIMARY GRADES AFTER SEVEN YEARS OF DESEGREGATION

This report is, as the title suggests, a continuing analysis of the achievement of ethnic minority children who are bused for integration and other children attending the schools receiving bused pupils. After seven years of desegregation, findings which previously seemed tentative are now more definite and deserve careful study.

The findings reported here are limited to children in primary grades. Subsequent analyses are anticipated which will include students at higher grade levels. Irrespective of the findings of subsequent analyses, this report has implications for primary grade instruction, some of which can probably be extended to other grade levels.

General findings will be discussed first, followed by a very brief description of the desegregation process, an analysis of achievement test results, and summary statements. Achievement test results will be presented for bused pupils, for receiving pupils, for bused pupils of differing achievement levels, and for pupils attending different schools.

General Findings

During seven years of desegregation through one-way busing, the achievement[1] of kindergarten and first grade minority students has risen steadily and significantly until it is now at or near "expectancy." So far, however, these gains are being lost during the second and third grades. The achievement of second grade bused pupils has shown no general trend while the achievement of third grade bused pupils has decreased slightly.

Receiving pupils, who are all other, predominantly Anglo, pupils in the schools attended by pupils bused for integration, show achievement trends similar to those of bused pupils. Kindergarten and first grade achievement of receiving pupils has risen steadily and significantly, second grade achievement has risen slightly, and third grade achievement has decreased.

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[1]Achievement, as used throughout this report, refers to standardized achievement test scores, in readiness at the kindergarten level, and in reading at the first, second, and third grade levels. The specific tests given each year are shown in Table A of the Appendix.

These trends, and other evidence which will be discussed later, suggest that, when instructional programs are improved, perhaps largely to meet the needs of bused pupils, bused and receiving pupils benefit. It seems likely that, since desegregation began, kindergarten classes have become more academic while kindergarten and first grade classes have become more individualized. The data suggest that second and third grade classes in most schools have not been individualized enough to meet the needs of low-achieving bused pupils, who are achieving less now than they did in segregated schools with compensatory programs.

Desegregation Process

As school was ready to resume in the fall of 1965, three Riverside elementary schools were virtually 100 per cent minority. Following an incendiary fire and numerous meetings between citizens and school personnel, a decision was made to desegregate Riverside schools by closing the three minority segregated schools and busing their students to predominantly Anglo schools. Desegregation began during the 1965-1966 school year and was completed when school opened in the fall of 1967.

Approximately 28 per cent of Riverside's elementary pupils belong to minority ethnic groups; 16 per cent have Spanish surnames, 10 per cent are black, and 2 per cent belong to other ethnic minority groups.

Approximately 30 per cent of the minority pupils are bused for integration, 32 per cent live in the neighborhoods of schools which are desegregated by busing, 24 per cent live in the neighborhoods of naturally desegregated schools and 14 per cent attend two schools which are about 50 per cent minority.

Analysis of Achievement Test Scores

Figure 1 shows the average achievement test scores of bused and receiving pupils in grades kindergarten through three each spring from 1966 through 1972. Kindergarten pupils were compared each year to pupils in the test publisher's norming sample. For example, the average score of the bused pupils was higher than only 22 per cent of the norming sample pupils at the end of 1965-1966 but higher than 46 per cent of the norming sample pupils at the end of 1971-1972. (If the two groups of pupils had scored equally well, the average score of the bused pupils would have been higher than 50 per cent of the norming sample pupils.) First, second, and third grade pupils were compared each year to all California pupils.[1] (This comparison was not possible for kindergarten pupils as the readiness test was not given statewide.)

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[1]California norms change each year; i.e., data are available for all students taking state-mandated tests each year. Since it was desirable to determine absolute changes during desegregation rather than changes in comparison to changes made by all California students, "baseline" norms were needed which could be used each year. However, one set of norms could not be used because the tests changed from the Stanford Achievement Tests (SAT) to the Cooperative Primary Tests (CPT). Therefore, norms for the last year the SAT was taken were used for that and preceding years and norms for the first year the CPT was taken were used for that and succeeding years.

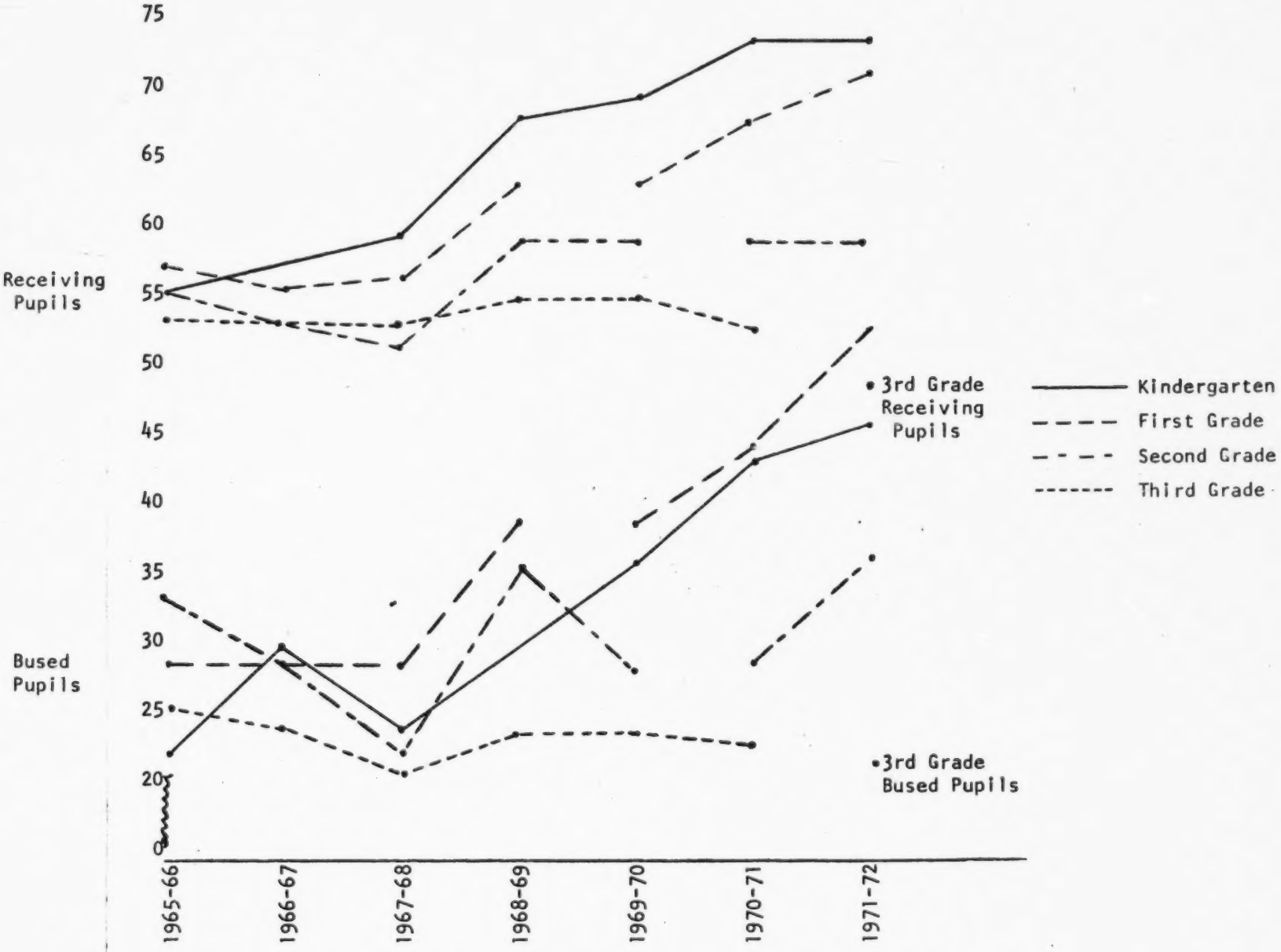

Fig. 1.--Average achievement test scores of bused and receiving pupils, kindergarten through grade three, 1965-1966 through 1971-1972.

Breaks in the lines of first, second, and third grade pupils represent test changes. For example, first grade pupils took the Stanford Achievement Test through 1968-1969 and the Cooperative Primary Test in 1969-1970 and thereafter. As percentiles might change slightly because of test changes rather than achievement changes, the lines between percentiles from different tests were not connected.

Bused Pupils

Figure 1 shows that kindergarten and first grade bused pupils have made regular, substantial, progress and are now scoring at about the same level as their comparison groups. In 1971-1972, the average achievement of kindergarten bused pupils was higher than 46 per cent of the norming sample pupils and that of first grade students was higher than 52 per cent of California students. Comparisons of first, second, and third grade pupils to pupils in the test publisher's norming samples are not shown in the figure, but the average achievement of first grade bused pupils in 1971-1972 was higher than 51 per cent of the pupils in the norming sample, or "at grade level."

Unfortunately, second and third grade data are not nearly as positive as kindergarten and first grade data. The achievement of second grade pupils has fluctuated considerably from year-to-year; the average score was slightly higher in 1971-1972 than in 1965-1966. The previous pattern of second grade achievement indicates that the increase in 1971-1972 might be another fluctuation which is as likely to reverse itself next year as it is to continue upward. The achievement of third grade pupils has decreased slightly, but rather steadily, since 1965-1966. Second and third grade bused pupils are considerably behind second and third grade California pupils. In 1971-1972, the average score of second grade bused pupils was higher than 36 per cent of California pupils while the average score of third grade bused pupils was higher than 21 per cent of California pupils.

Receiving Pupils

As shown in Figure 1, receiving pupils were ahead of their comparison groups when desegregation began. The achievement of kindergarten and first grade pupils has risen steadily; in 1971-1972, the average achievement of kindergarten receiving pupils was higher than 73 per cent of the test publisher's norming sample pupils and the average achievement of first grade receiving pupils was higher than 70 per cent of California students. Second grade receiving pupils scored slightly higher in 1971-1972 than in 1965-1966; their average achievement was higher than 55 per cent of California students in 1965-1966 and 58 per cent in 1971-1972. The achievement of third grade receiving pupils decreased, primarily in 1971-1972, when their average score was higher than 48 per cent of California pupils as compared to 53 per cent in 1965-1966.

High, Average, and Low Achieving Bused Pupils

Table 1 shows the scores below which 10, 25, 50, 75, and 90 per cent of the pupils who were bused for integration scored each year. Kindergarten and first grade pupils at all levels are achieving more now than in 1965-1966. The second and third grade 10th, 25th, and 50th percentiles are lower now than when desegregation began, the second grade 75th and 90th percentiles are higher, and the third grade 75th and 90th percentiles have fluctuated and shown no pattern.

The data show, as have previous data, that all levels of kindergarten and first grade bused pupils are progressing, as are high achieving[1] second grade bused pupils who have been able to enter the "mainstream" of the receiving schools. However, low achieving second and third grade pupils who need some kind of additional help either have not received it or have not profited from it. In 1966, many of the students were still in segregated schools which had compensatory programs. It was not possible for these programs to follow the students to desegregated schools; in lieu of this, however, average and low achieving bused pupils need instruction which has been designed to meet their needs. The data suggest that second and third grade instruction in most schools hasn't been individualized enough to meet the needs of low achieving pupils.

Pupils Attending Different Schools

Data by school are shown in Tables B through I in the Appendix. It is readily apparent that there are many differences between schools and from year-to-year. While many of the differences are slight and probably occurred by chance, some of them are rather large. The tables also show that pupils attending some schools consistently score either high or low.

Previous reports have noted correlations between the achievement of bused and receiving pupils attending different schools. That is, if a pupil is bused to a school where the receiving pupils have high test scores, it is likely that the bused pupil's test score will also be high. If a pupil is bused to a school where the receiving pupils have low scores, his score is likely to be low also. These correlations are shown in Table 2.

When the correlations were first observed, it was speculated that they were due to peer group effects. It was felt that interaction between high and low achieving pupils had motivated the low achieving pupils to improve their achievement. Later, it was noted that the schools with the highest and lowest levels of achievement were not necessarily the schools whose pupils were highest and lowest socioeconomically. It was therefore hypothesized that the correlations were due to instructional effects rather than peer group effects. Inspection of

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[1] "High," average, and "low" achieving, as used throughout this report, are in comparison to all bused pupils only. High achieving bused pupils are high in comparison to all bused pupils but not necessarily high in comparison to receiving pupils.

TABLE 1

SELECTED PERCENTILE POINTS OF BUSED PUPILS, IN RAW SCORES AND IN COMPARISON GROUP[a] PERCENTILES, 1965-1966 AND 1968-1969 THROUGH 1971-1972[b]

Grade And Percentiles	1971-1972		1970-1971		1969-1970		1968-1969		1965-1966	
	Raw Score	State %ile	Raw Score	State %ile	Raw Score	State %ile	Raw Score	State %ile	Raw Score	State %ile
Kindergarten										
10	33	14	32	13	27	9	27	9	23	6
25	42	26	40	23	37	19	32	13	28	10
50	52	44	50	40	46	33	43	27	37	19
75	63	67	64	69	56	53	55	51	47	35
90	74	88	72	84	66	73	64	69	55	51
Grade 1							[c]			
10	15	14	14	11	12	6	14	5	14	5
25	18	27	17	22	16	18	19	13	17	9
50	21	43	20	38	19	33	25	28	22	21
75	27	66	24	56	23	52	36	53	30	41
90	32	76	31	75	27	66	50	74	38	56
Grade 2					[c]					
10	15	7	14	5	14	4	15	5	20	12
25	18	16	16	10	19	11	20	12	24	20
50	22	32	20	24	26	24	28	28	30	32
75	27	51	26	48	40	46	41	48	37	42
90	31	65	30	61	51	62	54	67	50	61
Grade 3			[c]							
10	17	2	20	2	19	2	24	5	26	6
25	22	8	26	6	29	9	32	11	35	13
50	30	24	45	23	45	23	45	23	49	27
75	35	40	60	44	61	45	58	40	59	42
90	40	62	68	59	72	67	65	53	67	57

[a]See footnote 1, page 2 for explanation of comparison groups.

[b]Data are not available for 1966-1967 or 1967-1968 or for receiving pupils any year.

[c]Double lines separate years in which the tests were changed. The scores to the left of the double lines are from the Cooperative Primary Tests and the scores to the right of the double lines are from the Stanford Achievement Tests.

TABLE 2

CORRELATIONS BETWEEN THE ACHIEVEMENT OF BUSED AND RECEIVING PUPILS ATTENDING THE SAME SCHOOLS

Year	Kindergarten		First Grade		Second Grade		Third Grade	
	N[a]	r	N[a]	r	N[a]	r	N[a]	r
1971-1972	12	.646*	13	.911**	15	.572*	15	.391
1970-1971	17	.298	17	.757**	15	.773**	16	.340
1969-1970	17	.422	16	.639**	17	.531*	15	.457
1968-1969	16	.509*	16	.472	15	.450	16	.729**
1967-1968	14	.762**	13	.748**	15	.616*	14	.595*

a"N" refers to number of schools which had five or more bused pupils.

*Significant at the .05 level.

**Significant at the .01 level.

the data this year suggests that the correlations are due to instructional effects and peer group effects. That is, the high or low achievement of bused and receiving pupils attending a particular school seems to be due sometimes to the socioeconomic status of the receiving pupils and sometimes to the quality of the instructional program.

The correlations are more likely to be significant in kindergarten, first, and second grades than in the third grade. This, and the lack of increases in the achievement of either bused or receiving third grade pupils, suggests that third grade instructional programs in most schools are not any more effective now than they were in 1966.

Summary Statements

During seven years of desegregation:

- The achievement of kindergarten and first grade bused and receiving pupils has increased steadily and significantly. It is suggested that these increases, which are evident among high, average, and low achieving bused pupils, are due to greater emphasis on academic skills in kindergarten and to greater individualization.

- The average achievement of second grade bused pupils has shown no general trend while the average achievement of second grade receiving pupils has increased.

- The average achievement of third grade bused and receiving pupils has decreased.

- The achievement of average and low achieving second and third grade bused pupils has decreased, indicating that the instructional programs have not met their needs. There are some indications, such as increased achievement in 1971-1972 and significant correlations, that second grade instruction might be beginning to meet the needs of low achieving pupils. However, bused pupils' scores are still very low at most schools and the scores must continue to improve for several years before it can be interpreted as a general upward trend.

- The achievement of high achieving second and third grade bused pupils who have been able to enter the "mainstream" of the receiving schools has followed the same general trends as the average achievement of the receiving pupils.

- There have usually been significant correlations between the achievement of bused and receiving pupils attending different schools at those grade levels (kindergarten, first, and second) at which the general trend in the achievement of receiving pupils indicates instructional improvements. This indicates that both bused and receiving pupils benefit from the improvements.

- The gap between bused and receiving pupils has narrowed only slightly.

APPENDIX

TABLE A

STANDARDIZED ACHIEVEMENT TEST SCORES
INCLUDED IN THIS REPORT

Grade	Year(s)	Test
Kdgn.	1965-1966 through 1971-1972	Metropolitan Readiness Tests
1	1965-1966 through 1968-1969	Stanford Achievement Tests, total reading score
1	1969-1970 through 1971-1972	Cooperative Primary Test, reading score
2	1965-1966 through 1969-1970	Stanford Achievement Tests, total reading score
2	1970-1971 and 1971-1972	Cooperative Primary Tests, reading score
3	1965-1966 through 1970-1971	Stanford Achievement Tests, total reading score
3	1971-1972	Cooperative Primary Tests, reading score

TABLE B

AVERAGE READINESS TEST SCORES OF KINDERGARTEN BUSED PUPILS, BY SCHOOL, 1967-1968 THROUGH 1971-1972

School	METROPOLITAN READINESS TESTS									
	1972		1971		1970		1969		1968	
	Number	Mean[a]	Number	Mean[a]	Number	Mean[a]	Number	Mean[a]	Number	Mean[a]
Adams	11	47.36	17	47.88	13	51.31	10	46.70	12	36.50
Alcott	6	62.33	13	61.69	12	52.92	11	58.27	10	52.10
Bryant	3	. .	5	59.80	9	49.22	6	47.33	3	. .
Castle View	4	. .	6	45.83	6	44.00	8	44.62	4	. .
Harrison	7	49.14	5	43.20	20	50.55	. .	. .	. .	. .
Highland	8	56.12	8	47.25	8	47.75	5	52.00	6	45.17
Hyatt	4	. .	5	41.60	10	36.60	7	43.43	6	37.17
Jackson	24	43.12	20	43.30	19	45.21	14	42.14	16	42.19
Jefferson	21	55.57	25	59.40	20	44.70	24	42.96	23	38.74
Liberty	7	75.57	8	49.38	5	45.40	10	48.80	9	28.78
Madison	6	51.50	17	42.18	9	39.44	11	44.09	9	45.22
Magnolia	18	53.11	11	55.36	16	48.88	20	41.20	15	37.47
Monroe	11	60.09	10	63.60	20	48.95	23	46.48	6	23.33
Pachappa	11	50.00	11	51.46	15	38.46	11	21.64	7	26.14
Palm	3	. .	9	51.11	10	47.90	6	44.33	7	47.86
Victoria	10	54.10	19	46.26	17	42.24	19	40.42	10	58.50
Washington	3	. .	7	66.86	13	54.00	14	44.64	12	38.17
Total	157	52.59	196	51.39	222	46.58	199	43.70	155	40.41

[a]Mean scores are not included for groups of less than five pupils.

TABLE C

AVERAGE READING ACHIEVEMENT TEST SCORES OF FIRST GRADE BUSED PUPILS, BY SCHOOL, 1967-1968 THROUGH 1971-1972

School	Cooperative Primary Tests									Stanford Achievement Tests					
	1972			1971			1970			1969			1968		
	Number	Mean[b]	State %ile[a]	Number	Mean[b]	State %ile[a]	Number	Mean[b]	State %ile[a]	Number	Mean[b]	State %ile[a]	Number	Mean[b]	State %ile[a]
Adams	9	21.44	43	12	18.00	27	11	23.55	56	15	31.20	43	14	27.14	33
Alcott	11	29.54	73	9	24.44	56	11	22.91	52	22	38.14	56	8	42.38	63
Bryant	6	22.83	52	8	21.62	48	6	19.67	38	7	24.43	26	4	. .	. .
Castle View	4	. .	. .	7	16.29	18	5	16.00	18	8	21.25	18	6	19.00	13
Harrison	1	. .	. .	6	22.67	52	13	17.69	27	. .	. .	. .	. .	. .	. .
Highland	4	. .	. .	5	22.20	48	6	21.17	43	8	24.88	28	3	. .	. .
Hyatt	3	. .	. .	6	18.00	27	12	18.92	33	8	23.00	23	6	26.83	33
Jackson	25	20.12	38	31	19.19	33	21	20.29	38	25	23.52	26	26	25.27	28
Jefferson	29	25.55	63	27	26.89	66	25	22.00	48	19	34.53	51	16	19.75	16
Liberty	9	21.11	43	7	12.14	6	4	. .	. .	11	33.27	47	10	31.50	45
Madison	11	18.82	33	13	19.31	33	11	21.18	43	10	30.90	43	17	25.00	28
Magnolia	17	20.12	38	13	19.54	38	29	16.41	18	23	27.35	33	14	22.21	21
Monroe	14	19.86	38	22	18.00	27	28	19.50	38	23	23.22	23	21	23.33	23
Pachappa	10	25.70	63	14	20.00	38	11	16.18	18	12	21.58	21	9	18.89	13
Palm	6	30.67	75	8	27.50	68	7	26.71	66	8	43.38	65	1	. .	. .
Victoria	11	25.46	60	12	25.42	60	23	18.61	33	20	31.55	45	16	28.25	36
Washington	6	17.50	27	12	21.17	43	15	18.93	33	15	28.73	38	9	25.33	28
Total	176	22.52	52	212	20.96	43	238	19.68	38	234	28.98	38	180	25.41	28

[a]Please see footnote 1, page 2, for an explanation of the State percentile norms used each year.

[b]Mean scores are not included for groups of less than five pupils.

TABLE D

AVERAGE READING ACHIEVEMENT TEST SCORES OF SECOND GRADE BUSED PUPILS, BY SCHOOL, 1967-1968 THROUGH 1971-1972

School	Cooperative Primary Tests						Stanford Achievement Tests								
	1972			1971			1970			1969			1968		
	Number	Mean[b]	State %ile[a]	Number	Mean[b]	State %ile[a]	Number	Mean[b]	State %ile[a]	Number	Mean[b]	State %ile[a]	Number	Mean[b]	State %ile[a]
Adams	12	20.75	28	10	22.30	32	18	35.44	39	21	36.52	42	12	26.58	26
Alcott	7	30.29	61	14	23.86	40	20	37.05	42	8	36.00	41	13	37.69	44
Bryant	6	20.33	24	4	. .	. .	5	28.00	28	4	. .	. .	3	. .	. .
Castle View	5	21.60	32	4	. .	. .	8	22.38	16	8	24.62	22	10	31.00	33
Harrison	4	. .	. .	6	32.33	68	6	22.33	16	. .	. .	. .	. .	. .	. .
Highland	10	17.30	13	7	19.43	20	10	22.30	16	5	26.40	24	5	35.40	39
Hyatt	3	. .	. .	8	19.38	20	7	22.00	16	8	29.38	30	5	23.00	18
Jackson	24	20.42	24	16	22.81	36	30	28.70	30	23	31.26	33	21	24.95	22
Jefferson	19	22.16	32	25	22.64	36	24	32.88	36	13	24.62	22	23	21.26	14
Liberty	5	20.40	24	6	16.00	10	11	28.09	28	9	28.22	28	9	28.44	28
Madison	8	24.50	44	12	26.00	48	8	29.38	30	18	37.33	42	10	26.10	24
Magnolia	10	24.60	44	18	20.17	24	19	28.79	30	9	43.67	52	13	22.69	18
Monroe	14	21.79	32	21	19.62	24	21	28.38	28	26	28.27	28	19	15.74	6
Pachappa	16	23.69	40	8	14.75	7	10	23.00	18	11	26.27	24	8	18.25	9
Palm	7	28.57	58	8	26.88	51	8	43.13	51	6	25.17	22	6	26.50	26
Victoria	14	23.36	36	20	19.00	20	16	41.19	48	18	37.00	42	20	23.60	20
Washington	11	23.64	40	15	19.93	24	17	23.88	20	11	29.18	30	9	27.00	26
Total	175	22.70	36	202	21.34	28	238	30.19	32	198	31.79	35	186	24.90	22

[a]Please see footnote 1, page 2, for an explanation of the State percentile norms used each year.

[b]Mean scores are not included for groups of less than five pupils.

TABLE E

AVERAGE READING ACHIEVEMENT TEST SCORES OF THIRD GRADE BUSED PUPILS, BY SCHOOL 1967-1968 THROUGH 1971-1972

School	Coop. Primary Tests			Stanford Achievement Tests											
	1972			1971			1970			1969			1968		
	Number	Mean[b]	State %ile[a]	Number	Mean[b]	State %ile[a]	Number	Mean[b]	State %ile[a]	Number	Mean[b]	State %ile[a]	Number	Mean[b]	State %ile[a]
Adams	10	29.70	24	18	43.67	22	22	44.96	23	16	45.12	23	12	42.33	20
Alcott	15	34.60	40	18	50.56	30	10	47.00	25	17	57.71	40	14	43.57	22
Bryant	5	26.60	17	6	52.33	31	5	39.60	18	6	38.83	57	5	42.20	20
Castle View	3	. .	. .	6	44.33	22	3	. .	. .	12	50.75	30	4	. .	. .
Harrison	5	33.20	33	4	. .	. .	20	28.50	9	. .	. .	. .	. .	. .	. .
Highland	12	22.33	8	11	25.54	6	8	40.13	18	11	48.55	27	5	47.00	25
Hyatt	7	28.00	19	6	30.67	10	9	40.67	19	7	53.12	33	5	46.60	25
Jackson	15	31.60	30	27	42.85	21	25	47.08	25	19	46.32	24	22	37.27	15
Jefferson	30	26.30	15	23	49.26	27	15	48.73	27	22	46.00	24	23	40.83	19
Liberty	2	. .	. .	13	38.41	16	6	35.17	13	11	40.55	19	4	. .	. .
Madison	7	33.57	36	11	38.91	17	15	41.80	20	9	54.00	34	11	46.18	24
Magnolia	19	31.05	27	15	46.00	24	13	57.54	40	20	43.05	21	14	47.43	25
Monroe	14	27.71	19	17	39.12	17	22	44.23	22	19	36.53	15	16	33.81	13
Pachappa	9	23.89	11	10	42.70	21	7	46.29	24	15	36.80	15	8	33.00	12
Palm	8	35.75	44	7	55.00	35	3	. .	. .	6	41.67	20	5	42.60	21
Victoria	14	26.86	17	10	47.80	26	17	56.18	37	19	40.37	18	16	48.25	26
Washington	10	27.90	19	12	45.25	23	11	48.46	26	12	53.33	33	14	43.29	21
Total	185	28.91	21	214	43.90	22	211	44.96	23	221	45.43	23	178	42.00	20

[a]Please see footnote 1, page 2, for an explanation of the State percentile norms used each year.

[b]Mean scores are not included for groups of less than five pupils.

TABLE F

AVERAGE READINESS TEST SCORES OF KINDERGARTEN RECEIVING PUPILS,
BY SCHOOL, 1967-1968 THROUGH 1971-1972

School	Metropolitan Readiness Tests									
	1972		1971		1970		1969		1968	
	Number	Mean	Number	Mean	Number	Mean	Number	Mean	Number	Mean
Adams	61	64.05	69	64.84	77	61.66	82	56.50	80	52.41
Alcott	44	75.02	50	73.70	49	70.80	56	70.11	67	70.72
Bryant	30	59.17	47	60.55	52	61.92	34	60.85	49	61.82
Castle View	25	69.84	37	68.76	46	66.00	36	62.08	39	65.79
Harrison	71	64.87	72	66.06	99	64.21	. .	. .	. .	. .
Highland	118	68.99	105	71.75	129	70.59	119	67.15	120	67.31
Hyatt	35	69.37	39	68.23	48	62.81	51	66.18	58	59.14
Jackson	70	57.74	100	62.87	104	65.39	112	61.00	137	56.85
Jefferson	70	66.76	92	73.65	81	61.35	92	62.93	102	57.21
Liberty	50	68.80	58	59.71	72	57.81	57	61.77	77	55.06
Madison	38	66.95	50	59.42	68	58.15	66	61.76	61	61.49
Magnolia	61	63.23	66	56.92	89	65.56	78	59.71	91	58.38
Monroe	65	73.26	82	67.09	88	68.28	101	63.12	112	54.07
Pachappa	20	68.80	32	65.53	38	64.76	36	54.61	26	55.85
Palm	38	60.16	40	59.10	39	63.33	37	53.86	51	56.02
Victoria	38	64.87	30	65.80	43	61.88	39	70.79	51	69.04
Washington	62	64.94	55	71.71	64	65.86	71	63.46	80	55.50
Total	896	66.27	1024	66.05	1186	64.49	1067	62.52	1201	59.36

TABLE G

AVERAGE READING ACHIEVEMENT TEST SCORES OF FIRST GRADE RECEIVING PUPILS, BY SCHOOL 1967-1968 THROUGH 1971-1972

School	Cooperative Primary Tests									Stanford Achievement Tests					
	1972			1971			1970			1969			1968		
	Number	Mean	State %ile[a]	Number	Mean	State %ile[a]	Number	Mean	State %ile[a]	Number	Mean	State %ile[a]	Number	Mean	State %ile[a]
Adams	64	31.81	76	75	21.60	48	82	28.87	70	86	41.69	63	92	36.63	55
Alcott	56	36.32	83	56	33.21	78	73	30.48	73	85	51.28	76	78	48.40	72
Bryant	42	26.67	66	46	28.65	70	38	21.63	48	45	40.89	61	36	36.33	53
Castle View	44	31.91	76	48	30.52	75	46	26.35	63	46	39.43	58	39	40.82	61
Harrison	71	36.56	85	87	35.83	83	95	25.25	60	. .	. .	. .	. .	. .	. .
Highland	98	29.39	70	126	26.33	63	127	24.57	60	124	41.59	63	99	41.70	63
Hyatt	43	30.93	75	38	25.97	63	54	25.67	63	63	44.87	67	52	44.08	66
Jackson	84	24.75	60	98	23.38	52	117	26.07	63	132	40.16	60	137	35.26	51
Jefferson	89	32.96	78	90	33.33	78	103	26.93	66	96	43.93	66	112	33.39	47
Liberty	58	24.50	60	67	20.06	38	66	24.42	56	74	38.19	56	65	39.94	60
Madison	43	24.35	56	62	25.40	60	64	23.31	52	59	45.83	69	78	35.12	51
Magnolia	63	24.51	60	68	28.57	70	81	24.52	60	93	38.86	58	95	36.51	55
Monroe	74	24.47	56	95	22.91	52	108	24.66	60	98	37.83	56	91	36.36	53
Pachappa	32	30.75	75	38	26.58	66	42	22.98	52	30	37.70	56	38	28.58	38
Palm	36	34.81	82	38	33.87	80	37	36.78	85	54	41.87	63	43	43.91	66
Victoria	34	30.56	75	42	29.93	73	40	31.68	76	41	50.78	75	59	41.30	61
Washington	70	23.60	56	70	25.71	63	75	24.55	60	80	42.66	65	70	34.89	51
Total	1001	29.13	70	1144	27.42	66	1248	26.08	63	1206	42.15	63	1184	38.01	56

[a]Please see footnote 1, page 2, for an explanation of the State percentile norms used each year.

TABLE H

AVERAGE READING ACHIEVEMENT TEST SCORES OF SECOND GRADE RECEIVING PUPILS, BY SCHOOL 1967-1968 THROUGH 1971-1972

School	Cooperative Primary Tests						Stanford Achievement Tests								
	1972			1971			1970			1969			1968		
	Number	Mean	State %ile[a]	Number	Mean	State %ile[a]	Number	Mean	State %ile[a]	Number	Mean	State %ile[a]	Number	Mean	State %ile[a]
Adams	74	28.64	58	74	28.86	58	97	47.52	58	80	50.54	62	105	39.44	45
Alcott	57	33.39	71	68	31.41	65	97	54.15	67	82	53.26	65	89	49.35	59
Bryant	46	29.20	58	42	28.24	55	37	56.14	70	40	53.45	65	45	41.82	49
Castle View	56	32.05	68	39	29.82	61	47	47.77	58	53	50.19	61	39	48.08	58
Harrison	85	36.38	79	94	33.44	71	89	45.63	55	. .	. .	. .	. .	. .	. .
Highland	136	27.63	55	121	27.13	51	116	45.66	55	101	46.23	55	98	50.21	61
Hyatt	42	30.48	61	45	28.76	58	66	48.00	58	54	54.50	69	49	46.98	56
Jackson	91	26.53	51	97	28.46	55	105	48.76	59	118	44.90	53	96	41.03	48
Jefferson	96	27.20	51	116	27.90	55	97	43.21	51	113	43.24	51	106	38.43	44
Liberty	55	25.56	48	55	22.15	32	76	43.78	52	72	45.57	55	64	40.50	48
Madison	51	28.71	58	66	30.08	61	65	56.74	72	67	56.21	70	71	39.84	46
Magnolia	63	28.16	55	83	27.22	51	104	40.55	48	86	48.00	58	69	44.62	53
Monroe	90	27.79	55	103	26.52	51	91	46.10	55	101	42.30	49	107	38.96	45
Pachappa	36	31.31	65	32	25.62	48	28	44.86	53	37	41.86	49	48	40.25	46
Palm	39	30.44	61	35	32.37	68	56	53.64	67	54	47.63	58	38	45.76	55
Victoria	49	30.86	65	48	32.27	68	46	57.59	73	63	57.89	73	76	49.91	61
Washington	70	26.74	51	81	27.57	55	73	43.52	52	67	41.12	48	82	44.72	53
Total	1136	29.19	58	1199	28.58	58	1290	47.70	58	1188	47.96	58	1182	43.42	51

[a]Please see footnote 1, page 2, for an explanation of the State percentile norms used each year.

TABLE I

AVERAGE READING ACHIEVEMENT TEST SCORES OF THIRD GRADE RECEIVING PUPILS, BY SCHOOL, 1967-1968 THROUGH 1971-1972

School	Coop. Primary Tests			Stanford Achievement Tests											
	1972			1971			1970			1969			1968		
	Number	Mean	State %ile[a]	Number	Mean	State %ile[a]	Number	Mean	State %ile[a]	Number	Mean	State %ile[a]	Number	Mean	State %ile[a]
Adams	77	38.00	52	86	60.27	44	78	64.76	53	107	62.87	49	85	60.25	44
Alcott	72	41.10	67	99	71.62	67	84	72.95	69	88	74.51	74	82	74.84	74
Bryant	40	35.82	44	38	70.84	65	38	63.71	51	44	58.75	42	49	59.84	44
Castle View	41	38.29	52	48	70.83	65	60	76.02	76	54	69.35	61	52	65.65	55
Harrison	87	37.40	48	87	60.41	44	106	60.43	44	. .	. .	. .	. .	. .	. .
Highland	130	35.81	44	112	66.44	55	104	64.96	53	95	70.94	65	106	69.32	61
Hyatt	50	37.38	48	59	65.85	55	46	71.54	67	50	72.38	67	61	71.25	65
Jackson	88	35.85	44	107	66.22	55	104	61.76	47	91	61.88	47	131	63.95	51
Jefferson	108	35.50	44	102	64.09	51	117	66.53	57	109	65.89	55	102	60.09	44
Liberty	48	32.46	30	67	57.24	39	69	63.83	51	70	56.46	37	60	54.07	34
Madison	71	37.32	48	59	64.32	51	57	62.88	49	67	65.45	53	74	64.46	51
Magnolia	68	39.56	62	100	63.08	49	83	69.57	63	64	64.45	51	86	67.73	59
Monroe	105	36.34	44	100	62.35	47	101	66.90	57	97	61.38	45	93	60.57	45
Pachappa	45	39.69	62	31	66.84	57	40	64.75	53	46	64.35	51	47	62.19	47
Palm	36	39.56	62	48	68.44	59	46	69.41	61	46	65.65	55	57	62.35	47
Victoria	46	39.87	62	60	67.42	57	50	70.84	65	73	67.52	59	80	74.45	72
Washington	75	36.32	44	85	62.26	47	89	59.13	42	79	68.58	61	79	61.85	47
Total	1187	37.18	48	1288	64.78	53	1272	65.98	55	1180	65.70	55	1244	64.79	53

[a]Please see footnote 1, page 2, for an explanation of the State percentile norms used each year.